

Inadequate Support for Bilingual/ELL Teachers in Addressing Language Barriers

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Abstract

This project aims to address the critical issue of inadequate support for English Language Learner (ELL) and bilingual teachers in effectively addressing language barriers experienced ELL students in educational settings. The research highlights the lack of essential materials and support necessary for teachers to create an inclusive learning environment. By investigating the factors contributing to this problem, including limited access to resources and a dearth of ongoing support systems, the study emphasizes the urgency of providing comprehensive solutions. To address these problems, a professional development (PD) seminar was designed at South Woods Middle School (SWMS) in the Syosset School District, aiming to equip teachers with the necessary tools and strategies to foster language development and cultural responsiveness. Additionally, the thesis offers recommendations for future research, including exploring innovative approaches to enhancing teacher preparation, studying the impact of increased collaboration among educators and stakeholders, and investigating the effectiveness of long-term support systems for sustaining positive outcomes. Through practical application and a case study at SWMS, this thesis seeks to promote a more inclusive educational experience for ELL students and empower educators to overcome language barriers effectively.

Keywords: Bilingual education, language barriers, cultural competence, inclusive learning, language support, diverse classrooms, teacher preparation, educational equity

Chapter 1 Introduction

As a passionate bilingual/ELL teacher dedicated to helping students overcome language barriers, I am confronted with a significant obstacle: inadequate support. This obstacle hampers my ability to deliver effective instruction and address the diverse needs of my students. While working as a bilingual/ENL Push-in Teacher, I have personally encountered a range of challenges including limited training opportunities and scarcity of resources. As a result, it was difficult for to create engaging lessons and address language barriers within the classroom. It is important to note that the inadequate support I have experienced is not an isolated occurrence, as I have observed similar struggles and frustrations among fellow teachers.

Limited training opportunities and scarcity of resources are among many challenges documented in research, as well. In fact, many teachers feel unprepared to teach ELLs (Linquanti & Cook, 2013) and that insufficient training inhibits their capacity to meet the diverse linguistic and cultural backgrounds of ELLs (Lee & Chen, 2019). Additionally, many teachers have limited access to bilingual materials and textbooks (Lee & Chen, 2019) and educational technology tools (Rodriguez et al., 2020) in languages other than English. Indeed, limited financial resources within schools and districts restrict the acquisition of instructional materials and resources specifically designed for ELL students (Thompson & Nguyen, 2018). This scarcity hampers language acquisition and academic progress, resulting in academic gaps and reduced educational attainment (Menken & Kley, 2017). ELL students also experience lower graduation rates compared to non-ELL peers due to language barriers and limited support (Cerritos & Rattan, 2018; National Center for Education Statistics, 2023). Furthermore, ELL students face obstacles in accessing higher education, with less than 20% attending 4-year colleges after high school graduation (Camarota, 2018).

My collective experience, combined with the existing literature, underscores the pressing need for enhanced support for bilingual/ELL teachers. This need for support arises from the challenges and responsibilities these teachers face in working with a growing student population. According to the National Center for Education Statistics (2023), the ELL population increased from 4.5 million in 2010 to 5.0 million students in 2020. This experience has not only motivated me to further explore this topic, but also fueled my determination to advocate for comprehensive support systems that empower us to provide high-quality instruction and cater to the diverse needs of our students. Through further investigation and advocacy, we can work towards creating an educational environment that fosters the academic success of all students. Providing necessary training and resources can empower teachers to effectively support ELL students and overcome language barriers.

Next, Chapter 2 review the literature review that explores the challenges and responsibilities that bilingual/ELL teachers face in working with ELLs. Chapter 3 describes a professional development program that aims to enhance instructional effectiveness. By recognizing the significance of this issue and taking concrete steps, educators and administrators can create an inclusive and supportive learning environment that promotes the academic success of all students. Chapter 4 concludes with implications for learning and teaching and proposes recommendation for further research.

Chapter 2: Literature Review

Inadequate support poses a formidable barrier to delivering effective instruction and meeting the diverse needs of students, as emphasized in Chapter 1. Within this context, the pressing need for enhanced support for bilingual/ELL (English Language Learners) teachers is undeniably apparent, both from my own experiences and the extensive body of literature. As the ELL student population continues to expand, it becomes increasingly imperative to establish comprehensive support systems that empower teachers to provide high-quality instruction and address the unique needs of their students. The challenges at hand encompass a lack of support, limited training opportunities, and a scarcity of resources, all of which significantly impede my capacity to effectively address language barriers within the classroom.

These challenges are not isolated incidents but are corroborated by research studies conducted by scholars in the field (Lee & Chen, 2019; Rodriguez et al., 2020). This Chapter delves into the intricate challenges and immense responsibilities encountered by bilingual/ELL teachers when working with ELL and aims to illuminate the pivotal factors that impede optimal outcomes in ELL (English Language Learners) education. To unravel the effective strategies for addressing these issues, I begin by drawing upon Vygotsky's (1978) sociocultural theory, which places great emphasis on the role of social interaction in children's learning. Additionally, the humanistic approach, as proposed by Rogers (1969), is explored, acknowledging the profound impact of fundamental human needs on motivation and overall development. By intertwining this conceptual framework, we can develop a more comprehensive understanding of the complex dynamics involved in supporting ELL students and nurturing their educational growth.

Sociocultural Theory and Humanistic Approach: A Conceptual Framework

Understanding the challenges faced by bilingual/ELL teachers and exploring potential solutions is vital in effectively addressing the needs of ELL students. Two theories that offer valuable insights in this regard are Vygotsky's (1978) sociocultural theory (SCT) and the humanistic approach (Rogers, 1969). Vygotsky's SCT places great importance on the role of social interactions and cultural context in language learning, suggesting that language development is influenced by the social and cultural environment in which learners are immersed. Bilingual/ELL teachers can incorporate sociocultural principles by providing students with meaningful language use opportunities that reflect their cultural backgrounds, incorporating culturally relevant materials, resources, and instructional strategies (Cummins, 2021). These practices foster an environment where students can engage in authentic language interactions and bridge the gap between their home language and English proficiency.

Teachers who incorporate students' diverse linguistic and cultural backgrounds foster a positive learning environment, leading to increased student engagement and language development (e.g., Kanno & Norton, 2020). By incorporating sociocultural principles into their instructional practices, bilingual/ELL teachers can effectively address the language barriers faced by ELL students. They can create a learning environment that embraces and celebrates students' cultural diversity, allowing them to connect their prior knowledge and experiences to the learning process (cite). In addition, adopting the SCT approach can also promote students' sense of identity, belonging, and self-esteem on which the humanistic approach (Rogers, 1969) places emphasis.

The humanistic approach as a complementary framework enhances our understanding of the challenges faced by bilingual/ELL teachers and provides insights into potential solutions. By

prioritizing positive relationships, promoting learner autonomy, and valuing students' cultural identities and language skills, teachers can create a supportive and inclusive learning environment for ELL students. Teachers who embrace the humanistic principles of building positive relationships, fostering learner autonomy, and valuing cultural identities create an environment where ELL students felt more motivated, engaged, and connected to their learning (Flores & Clark, 2021).

It is crucial to recognize that implementing sociocultural and the humanistic approach principles requires significant time, effort, and ongoing commitment from bilingual/ELL teachers. By recognizing the challenges faced by bilingual/ELL teachers and providing the necessary support, resources, and professional development, we can work towards overcoming the barriers of inadequate support in addressing language barriers. Through incorporating these sociocultural and the humanistic approach principles into their instructional practices, educators can create an educational environment that fosters the linguistic, academic, and socio-cultural development of ELL students, promoting their overall success and well-being

Limited Training Opportunities and a Scarcity of Resources

Improving linguistic and cultural support for English Language Learners (ELLs) in education remains an urgent and challenging task, given the persisting issues of limited training opportunities and scarce resources for teachers. Research indicates that both educators and students often perceive a lack of preparedness among teachers to effectively address the diverse linguistic and cultural needs of ELLs, resulting in suboptimal educational outcomes for these students.

One noteworthy study conducted by Shernoff et al. (2014) investigated 526 high school students across the U.S. and revealed that students believed there were inadequate training

opportunities specifically tailored to ELLs. This underscores the pressing need for comprehensive professional development programs that encompass language acquisition strategies, cultural competence, and effective instructional techniques to better serve ELLs. The study also shed light on the critical connection between increased student engagement and a balanced perception of task challenge and their own skills. It emphasized the relevance of instruction and the significance of providing autonomy and opportunities for active participation in the learning environment. By adopting and implementing these engagement-promoting approaches and creating learning environments aligned with students' abilities and interests, educators can foster greater student involvement, leading to more successful educational experiences and improved academic outcomes for ELL students.

In addition to addressing teacher preparedness, another vital concern is the lack of high-quality instructional materials for teachers working with ELLs. A recent survey conducted by Skarin and Zahner (2023) in California engaged 2,558 teachers and revealed that over half of the respondents reported shortcomings in district-provided instructional materials for math and English language arts instruction to ELL students. Of particular concern was the lack of cultural relevance in these materials, as indicated by more than 60% of the teachers. Additionally, over 55% expressed dissatisfaction with the materials' support in assessing ELLs' language development. These findings underscore the necessity for improved resources that are specifically tailored to meet the linguistic and cultural needs of ELLs, thereby empowering teachers to deliver more effective instruction and better support the academic success of these students.

Addressing the linguistic and cultural support gap for ELLs requires a multi-faceted approach. Educators need comprehensive professional development programs that equip them

with language acquisition strategies, cultural competence, and effective instructional techniques. Furthermore, high-quality instructional materials that are culturally relevant and supportive of ELLs' language development are essential to enhance the educational experiences of these students. By investing in teacher preparedness and appropriate resources, educators can play a pivotal role in fostering a positive and successful learning environment for ELLs, ultimately improving their academic outcomes and promoting their overall growth and development

Samson and Collins (2012) conducted research on the perceptions of teachers regarding their preparedness to teach ELLs. The study revealed that many teachers reported feeling unprepared due to a lack of training and resources in addressing the linguistic and cultural diversity of ELLs. The teachers expressed a clear need for professional development opportunities focused on ELL instruction, encompassing language development, cultural awareness, and effective instructional strategies. The research emphasized the importance of attending to oral language development, supporting academic language, and encouraging teachers' cultural sensitivity to the diverse backgrounds of their students. However, the study also pointed out that there has been relatively little attention paid to the essential standards, knowledge, and skills that general education teachers should possess in relation to ELLs.

The rapid growth in the ELL population has not been met with sufficient growth in teachers' understanding of how to best educate these students. While some states mandate specific coursework and others acknowledge the special needs of ELLs, several states have no requirements for ELL teacher preparation at all. Despite the fact that 49 states have programs accredited by NCATE, it was found that diversity standards and research-based knowledge on best practices for ELLs are often not fully reflected in program requirements (Samson & Collins 2012).

To effectively instruct ELLs in their classrooms, it is crucial to provide ongoing support and training to help teachers develop the necessary skills and knowledge for ELL instruction. The lack of access to bilingual materials further compounds the challenges faced by teachers in meeting the educational needs of ELLs.

The research by Samson and Collins underscores the importance of addressing the inadequacies in ELL teacher preparation and highlights the need for continuous support and training to equip teachers with the requisite skills and knowledge to effectively educate ELL students. By implementing research-based practices and emphasizing cultural sensitivity, educators can better meet the diverse needs of ELLs and promote their academic success. Limited training opportunities and a scarcity of resources remain significant challenges for teachers in educating ELLs.

Recent empirical studies provide evidence supporting the claim that many teachers feel ill-prepared to teach ELLs due to insufficient training, thereby hindering their ability to effectively address the diverse linguistic and cultural needs of these students. The lack of access to bilingual materials, textbooks, and educational technology tools further exacerbates the challenges faced by teachers. According to Smith (2019), teachers face difficulties in locating instructional materials, such as textbooks, worksheets, or reading materials, that are tailored to address the distinct linguistic and cultural requirements of ELL students. This scarcity of resources in multiple languages or those incorporating culturally relevant content hampers teachers' ability to create a dynamic and inclusive learning environment. In addition, Lee et al. (2017) conducted research showing that reduced student-to-teacher ratios significantly improve academic outcomes for ELL students.

Bilingual and ELL education has experienced significant growth in recent years, driven by the increasing number of ELL students. The demand for Bilingual Education has risen accordingly. However, the availability of resources and support for ELL students varies depending on the language spoken and the location of immigration. Urban areas generally have more exposure and resources, leading to better support for ELL students compared to small suburban towns. Unfortunately, despite over 200 reported home languages among limited English proficient students in US public schools, bilingual education programs are only available for a few languages, with Spanish–English programs being the most common (Chin, 2022). This limited availability highlights the lack of resources to cater to all ELLs adequately.

As a consequence, the combination of limited bilingual materials and high student-to-teacher ratios poses significant obstacles for teachers in effectively supporting ELL students, resulting in hindered language acquisition, academic gaps, and lower graduation rates compared to their non-ELL peers. A research study by Ruecker (2021) conducted in five different schools in New Mexico supports this observation. The study found that many rural schools still employ ineffective sink or swim immersion programs for ELL students. As diversity and immigration continue to grow, the need for better educational programs has become more pressing. These rural school districts must reevaluate and develop new inclusive educational plans for ELLs. This includes recruiting, training, and continuously evaluating administrators and teachers, as well as fostering an inclusive and welcoming environment for ELLs.

A framework encompassing five different infrastructure categories: personnel, instruction, administration, assessment, and outreach, is being created by school districts to address these challenges. However, rural schools may face unique difficulties not commonly experienced by their urban counterparts (Ruecker, 2021). A director from one of these schools

expressed their struggle, stating that any additional spending on bilingual students comes at the expense of the regular budget because they have already allocated funds for one bilingual teacher (Ruecker, 2021). Consequently, rural schools face a disadvantage, leading to ELL students being deprived of a fair education due to inadequate resources and funding.

The survey conducted by the Center for Applied Linguistics (CAL) in 2020 provided invaluable insights into the challenges faced by teachers in supporting ELLs. The findings indicated that almost half of the participating teachers, accounting for 48%, reported a lack of appropriate instructional materials tailored to meet the unique needs of ELLs (Wynn & Zahner, 2022). This significant gap underscores the necessity for more resources specifically designed for this diverse student population. Moreover, this study also found that a staggering 83% of teachers expressed a demand for additional materials to effectively support ELLs in the classroom. This study surveyed 2,558 teachers from 43 different states, with 58% focusing on English Language Arts (ELA) materials and 42% discussing materials for other subjects (Wynn & Zahner, 2022).

This finding demonstrates the wide-reaching impact and relevance of the issue across various academic disciplines. To foster academic growth and equity among ELL students, educators, such as a Louisiana high school math teacher who expressed the need for a more advanced curriculum, and a fourth-grade teacher from Massachusetts calling for inclusive teaching strategies, must be provided with the necessary tools and resources. This includes visuals, structured writing assignments, note-taking aids, graphic organizers, and sentence frames, as emphasized by a California sixth-grade ELA teacher. By addressing these concerns and providing comprehensive support, schools and districts can pave the way for the academic success of ELLs, promoting an inclusive and enriched learning environment for all.

Given the pressing challenges posed by the scarcity of materials tailored to meet the unique needs of ELLs, exploring innovative approaches in educational research becomes imperative. Halle et al. (2014) conducted extensive research showcasing the positive impact of well-designed instructional materials for ELLs, leading to improved language development and academic achievement

Language support is crucial for ELLs to grasp complex concepts and acquire necessary vocabulary, contributing to their overall academic achievements. Acknowledging the pressing need for comprehensive language support, educators can effectively promote the language development and academic achievement of ELLs through the provision of high-quality instructional materials, explicit language instruction, and targeted support. By recognizing and actively addressing the language needs of ELLs through carefully tailored materials and instructional approaches, educators can significantly enhance their language development and foster their academic success (Honigfeld & Dove, 2018).

Limited Professional Development Opportunities

In addition to the challenges stemming from the lack of resources, bilingual/ELL teachers often face a shortage of professional development opportunities that specifically address the language acquisition strategies, cultural competence, and instructional best practices necessary for effectively supporting bilingual/ELL students (Téllez & Varghese, 2013; Scherzinger & Brahm, 2023). This lack of targeted professional development further compounds the difficulties faced by teachers in meeting the diverse needs of ELLs in their classrooms. The survey revealed over 70% of teachers indicate having limited influence over the content they teach (71.3%) and the instructional materials they use (74.5%), implying a lack of recognition for their expertise and judgment (Grace & Weiss, 2019).

According to a report by the National Clearinghouse for English Language Acquisition ([NCELA]), 2017), a mere 12.5% out of 417 of teachers reported receiving professional development opportunities that focused on supporting ELLs in their classrooms. This alarming statistic highlights the significant gap in providing teachers with the necessary training and knowledge to effectively address the language needs of their ELL students. The limited availability of professional development opportunities specifically tailored to the needs of bilingual/ELL teachers poses a significant challenge.

Much research underscores the importance of training programs and workshops that address instructional strategies for ELL students, cultural diversity, and language proficiency development (e.g., Krasnoff, 2016; Varghese, 2004). However, the lack of such opportunities hinders teachers' ability to enhance their instructional practices and adapt to the diverse needs of their students (Scherzinger & Brahm, 2023). Without access to professional development opportunities that specifically target language acquisition strategies and instructional approaches, teachers may struggle to implement effective practices that support ELLs' language development and academic progress. Additional factors such as inadequate training or professional development opportunities for teachers compound this negative impact, as do systemic issues such as biased assessment practices and institutional racism (Télez & Varghese, 2013). These factors create a challenging environment for English learners in schools, as they need to be in classrooms where there are teachers who have an understanding and have training to meet their academic and social needs.

The number of certified licensed English learner instructors decreased by about 10.4 percent between the 2018-19 and 2019-20 school years, according to the latest federal data available. The national English learner population grew by 2.6% in the same time period

(Najarro, 2023). This decline in the number of certified instructors poses a significant challenge in ensuring that English learners receive appropriate support in their academic and social needs. Education Week conducted an unscientific poll among teachers to assess their training to teach English learners. Of the 1,248 responses, only 39 percent said they felt adequately trained to teach English learners, while a majority of 61 percent expressed the lack of sufficient training. This finding highlights the urgent need for more comprehensive and targeted professional development opportunities to equip teachers with the necessary skills and knowledge to effectively teach English learners (Najarro, 2023)

To address the needs of culturally diverse student populations, research by Krasnoff (2016) has posited six key characteristics that prospective teachers should develop. Firstly, teachers must critically examine their own socio-cultural identities and biases to foster socio-cultural consciousness. This self-awareness enables educators to recognize and confront any negative attitudes they might have toward diverse student groups. Secondly, a teacher's affirming attitude toward students from culturally diverse backgrounds significantly impacts their academic performance and self-belief. Embracing cultural differences and employing culturally relevant curricular and instructional practices foster an inclusive classroom environment. Teachers should demonstrate commitment and skills as agents of change, addressing barriers and obstacles to promote equity within schools over time. Moreover, embracing constructivist views of teaching helps teachers acknowledge that all students are capable of learning and encourages critical thinking, problem-solving, and collaboration. Understanding students' life experiences, home and community culture, and world in and out of school is essential in building relationships and incorporating these experiences into teaching and learning.

Finally, culturally responsive teaching strategies that support a constructivist view of knowledge, teaching, and learning should be implemented. Such strategies assist students in constructing knowledge, building on their personal and cultural strengths, and examining the curriculum from multiple perspectives to create a truly inclusive classroom environment. By cultivating these characteristics, teachers can better prepare themselves to be culturally responsive and meet the diverse needs of their students, including English learners. Providing educators with the necessary training and support is crucial to ensuring that they are well-equipped to create inclusive learning environments that foster the language development and academic progress of English learners.

Expanding professional development opportunities for bilingual/ELL teachers is important in addressing the gaps in their preparation and expertise. Professional development programs can offer guidance on effective language acquisition strategies, cultural competence training, and instructional best practices for bilingual/ELL students. By investing in targeted professional development, educational institutions aim to empower teachers with the tools and knowledge needed to better meet the diverse needs of their ELL students, fostering their language development and academic success.

Limited Collaboration and Support Networks

In addition to the challenges of limited resources and professional development, bilingual/ELL teachers also often face limited access to support networks and opportunities for collaboration with colleagues and even parents. This lack of collaboration and support can hinder teachers' ability to effectively address language barriers and create an inclusive learning environment for bilingual/ELL students. According to Vintan and Gallagher (2019), collaboration between ESL teachers and classroom teachers is highly encouraged, regardless of

the number of ESL teachers assigned to a school, to provide English Language Learners (ELLs) with developmentally appropriate task accommodations.

As ELLs' literacy skills develop, both ESL teachers and classroom teachers bear the responsibility of utilizing this valuable resource. This collaboration among educators, who work with numerous ELLs across various schools, serves as a platform for developing effective strategies that support not only ELLs but also classroom teachers. The resulting synergy during collaboration holds the potential for creating personalized education plans specifically tailored to meet the needs of ELLs (Vintan & Gallagher, 2019).

Moreover, the study underscores the critical importance of surmounting communication barriers with ELL students' families and the broader school community to foster a culture of collaboration and support. It emphasizes that effective collaboration among educators, along with access to appropriate training and resources, plays a significant role in addressing the unique needs of ELL students and enhancing their overall educational outcomes (Vintan & Gallagher, 2019).

Effective communication with parents who have limited English proficiency presents another hurdle. The language barrier impedes the establishment of strong home-school partnerships and regular updates on students' progress. As noted by Rodriguez and Chen (2018), overcoming these communication barriers is crucial for fostering a collaborative and supportive learning environment for ELL students. Implementing strategies such as bilingual newsletters, interpreter services, or language classes for parents can help bridge the communication gap. Cerritos and Rattan (2018) found that 69% of ELL teachers reported limited opportunities for collaboration with other teachers and parents to address language barriers. The study underscored the importance of collaboration among educators in sharing experiences, strategies,

and resources to better support bilingual/ELL students. Without access to a network of colleagues who can provide guidance and share their experiences, teachers may struggle to navigate the complexities of language instruction and overcome the unique challenges faced by ELLs.

A report by the American Federation of Teachers (2015) highlighted that ELL teachers often feel isolated and lack access to professional networks for support and collaboration. This isolation can stem from a lack of colleagues who share their expertise in bilingual/ELL education, as well as a broader cultural understanding and sensitivity among school administrators, colleagues, and the wider community. When teachers do not have opportunities to connect with others who understand the needs and challenges of bilingual/ELL students, they may experience a sense of isolation and find it challenging to access the support they need to enhance their instructional practices.

Expanding opportunities for collaboration and support networks is crucial for addressing the professional needs of bilingual/ELL teachers. School administrators can play a vital role in fostering a collaborative culture by providing platforms for teachers to connect, share resources, and exchange best practices. Professional organizations and associations can also offer valuable networking opportunities, conferences, and workshops focused on bilingual/ELL education. Fostering cultural understanding and sensitivity among all stakeholders in the education community is essential. This includes providing cultural competence training to school administrators, colleagues, and the wider community to ensure a supportive and inclusive learning environment for bilingual/ELL students.

When educators and community members have a deeper understanding of the diverse cultural backgrounds and unique language needs of ELLs, they can better support their language

development and overall academic success. By addressing the challenges of limited collaboration and cultural understanding, educators can work together to provide comprehensive support for bilingual/ELL students. Building strong networks and fostering cultural competence will empower bilingual/ELL teachers to navigate the complexities of language instruction, share effective strategies, and create inclusive classrooms that meet the needs of all students.

The inadequate support for bilingual/ELL teachers is a pressing issue that holds significant relevance in today's educational landscape. As the population of bilingual/ELL students continues to grow in schools, it is crucial to address the challenges faced by teachers in effectively supporting these students and overcoming language barriers. The impact of language barriers on educational outcomes cannot be overlooked.

Impact on Student Outcomes

One statistic that highlights the urgency of addressing this issue is the national graduation rate among ELLs. It is reported that only 67% of ELs graduate from high school on time (Johnson, 2019). This lower graduation rate compared to their non-ELL peers underscores the need for targeted support to address the barriers these students face in successfully completing their high school education. Language barriers, limited access to resources, and insufficient support for language development can impede the academic progress of bilingual/ELL students, leading to lower graduation rates.

Furthermore, the limited college attendance rate among EL students further emphasizes the significance of providing additional resources and opportunities to support their transition to higher education. Research indicates that fewer than 20% of ELs attend 4-year colleges after high school graduation (Johnson, 2019). This disparity in college enrollment rates suggests that there are substantial obstacles for EL students in accessing and navigating higher education.

Language proficiency, cultural adjustment, and lack of targeted college preparation support are among the factors that can hinder EL students' pursuit of higher education.

By addressing the inadequate support for bilingual/ELL teachers, we can work towards improving educational outcomes for these students. Providing professional development opportunities focused on language acquisition strategies, cultural competence, and instructional best practices equips teachers with the necessary tools to effectively support bilingual/ELL students. Collaborative networks, access to resources, and culturally sensitive environments can enhance teachers' ability to address language barriers and create inclusive learning environments.

Moreover, it is essential to recognize that the success of bilingual/ELL students goes beyond high school graduation. By offering targeted resources, guidance, and support for their transition to college, we can help bridge the gap in college attendance rates. College preparation programs, mentorship initiatives, and access to college counseling services can assist ELL students in navigating the complex college application process and ensuring their successful transition to higher education.

Summary

Inadequate support for bilingual/ELL teachers poses a significant challenge in addressing language barriers in the classroom. The lack of resources, limited professional development opportunities, and insufficient collaboration networks hinder the effectiveness of instruction and impact student outcomes. The inadequate support for bilingual/ELL teachers is a critical issue that demands attention and action. By providing the necessary resources, professional development, and collaborative networks, we can empower teachers to effectively support bilingual/ELL students and address the challenges posed by language barriers.

Chapter 3: Description of the Product and Tools

In this Chapter, my aim is to empower middle school teachers at South Woods Middle School (SWMS) in the Syosset School District with effective strategies for teaching English Language Learners (ELLs) in grades 6 to 8. I will be presenting a Professional Development seminar to middle school educators, administrators, stakeholders, and the Parent-Teacher Association (PTA) at SWMS. The seminar will address the challenges faced by educators in supporting ELLs and provide valuable insights and research-based approaches to create a more inclusive and supportive learning environment. Throughout the seminar, I will draw on the expertise of Mrs. Elizabeth Brozek, a dedicated English as a New Language (ENL) teacher with over 20 years of experience at SWMS, who serves as an advocate for students and teachers alike.

According to Vintan and Gallagher (2019), collaboration between ESL teachers and classroom teachers is highly encouraged, regardless of the number of ESL teachers assigned to a school, to provide English Language Learners (ELLs) with developmentally appropriate task accommodations. As ELLs' literacy skills develop, both ESL teachers and classroom teachers bear the responsibility of utilizing this valuable resource. This collaboration among educators, who work with numerous ELLs across various schools, serves as a platform for developing effective strategies that support not only ELLs but also classroom teachers. The resulting synergy during collaboration holds the potential for creating personalized education plans specifically tailored to meet the needs of ELLs (Télléz & Varghese, 2013).

During the seminar, we will delve into various aspects of teaching ELLs, including understanding their needs, implementing differentiated instruction, supporting language development, and embracing culturally responsive teaching practices. By equipping teachers with the necessary knowledge and tools, the seminar aims to create a more confident and

prepared teaching community at SWMS, ultimately leading to a comprehensive and impactful learning experience for all middle school teachers and their ELL students. By the end of the seminar, participants will be better prepared to foster a collaborative and supportive learning environment for ELLs at South Woods Middle School. The insights gained and strategies shared in this chapter and during the Professional Development seminar will contribute to a more inclusive and supportive educational environment for ELL students in grades 6th to 8th at SWMS.

Description of the Professional Development

This study proposes a professional development (PD) seminar to address the identified lack of support for bilingual and English language learner (ELL) teachers at South Woods Middle School. The seminar will take place one week before the school year starts and will be held for 3 hours including a small break, involving key stakeholders and implementing effective strategies in bilingual and ELL education. The design and content of the workshops will prioritize collaboration, shared understanding, and enhanced support for ELL students, drawing on valuable insights from research.

The professional development session will be designed to provide all educators in the school district with engaging and accessible learning experiences, making it mandatory for them to join. They will have the option to choose between in-person or remote participation through a webinar format, accommodating their preferences and circumstances. In-person attendees will benefit from face-to-face interactions, networking opportunities, and hands-on activities, while remote participants will have access to real-time presentations, interactive activities, and discussions via a webinar platform, ensuring active participation and collaboration. This blended approach aims to cater to the diverse needs and preferences of educators, fostering the exchange

of ideas among participants from different locations. Practical strategies and tools will be provided to bilingual and ELL teachers, irrespective of their preferred mode of participation.

The seminar will incorporate research findings on effective practices in bilingual and ELL education. Emphasis will be given to collaborative practices between general education teachers and ENL teachers, involving parents as partners in education, differentiated instruction, culturally responsive teaching, effective use of technology, and policy considerations in supporting bilingual and ELL education programs.

By providing evidence-based insights and practical strategies, the PD seminar aims to empower educators at South Woods Middle School to effectively address language barriers and create an inclusive and supportive learning environment for ELL students. The collaboration between stakeholders and implementation of research-informed practices will contribute to improved language development and academic success for ELL students at the school. This professional development session will utilize Nearpod and Google Slides as the primary presentation tools, supplemented by additional materials and handouts to enhance the learning experience. The incorporation of these resources will facilitate a comprehensive understanding of various topics and allow teachers to access artifacts for reference throughout the school year. Each component of the session will be addressed independently, ensuring a thorough exploration of essential themes.

Participants will gain insights into understanding language barriers, discovering ways to improve access to resources, implementing practical strategies for supporting bilingual/English Language Learners (ELLs), fostering collaboration and professional growth among educators, and finally, concluding with action planning to apply the acquired knowledge effectively in their

classrooms. This holistic approach will empower educators to better meet the diverse needs of their students and create a more inclusive and enriched learning environment.

Understanding Language Barriers

Understanding language barriers is of paramount importance for teachers, especially given the overall problem of inadequate support for bilingual/English Language Learner (ELL) educators in addressing language barriers. By comprehending the significance of language barriers, teachers can foster a supportive and inclusive learning environment that benefits them and their ELL students. Martin and Collie (2019) assert that the relationships between teachers and students constitute a crucial aspect of the students' social environment in school, influencing their academic progress. By establishing meaningful connections with their ELL students, teachers gain valuable understanding of each student's unique learning preferences, abilities, and obstacles. This insight empowers educators to offer personalized guidance and support, tailored to the individual needs of the ELL students. Effective teacher-student relationships significantly impact students' academic development, making it crucial for educators to build meaningful connections with their ELL students. By doing so, teachers gain valuable insights into their students' individual learning styles, strengths, and challenges, allowing them to provide personalized guidance and support.

To tackle this issue, a proposed activity encourages self-reflection and awareness among teachers. It begins with teachers reflecting on their current knowledge of their students, aiming to identify areas where more understanding is needed. Then, teachers are provided with an "Understanding Language Barriers Worksheet" (Appendix A) that prompts them to explore various aspects of their ELL students' language backgrounds and experiences.

This worksheet guides teachers to consider essential elements, such as their students' native languages, language proficiency levels, cultural backgrounds, and prior language learning experiences. Moreover, it encourages educators to identify potential language barriers that ELL students may face in their academic journey. To further enhance their understanding, teachers are shown three videos ([video 1](#),[video 2](#),[video 3](#)) that offer insights into the experiences of ELL students and teachers.

Following the completion of the worksheet, teachers participate in a pair-sharing activity where they share their reflections and insights with a group around them. This fosters collaborative discussions about supporting ELL students in overcoming language barriers. During the whole group instruction, teachers have the option to share their experiences and insights from the activity, creating a supportive and open learning environment. By utilizing the "Understanding Language Barriers Worksheet" and engaging in this activity, educators gain deeper awareness of the unique linguistic challenges their ELL students may encounter.

Through active participation, teachers build empathy and a better understanding of how to tailor their instructional approaches to meet the diverse language needs of their students. The inclusive learning environment, where teachers openly share their experiences, creates a safe space for all students, encouraging active participation and engagement. As a result, this professional development empowers teachers with the tools and insights necessary to address language barriers effectively and support their bilingual/ELL students throughout their educational journey.

At the end of this session, participants will receive both a digital and hard copy of a comprehensive list of resources and programs. These resources aim to empower and equip

educators with the necessary tools to address language barriers effectively in their classrooms and schools. The provided materials will include practical strategies, research-based approaches, and professional development opportunities, supporting educators in creating an inclusive and culturally responsive learning environment. This can be seen in Appendix B.

Culturally Responsive Teaching: Inclusive Community Engagement

In this segment of the seminar, my focus will be on fostering a culturally responsive learning environment through inclusive community engagement. I believe that collaboration with parents, administrators, empowering students as cultural ambassadors, promoting inclusive community celebrations, and involving school leaders are vital aspects of celebrating diversity and supporting the academic growth of bilingual/ELL students and teachers alike. As we engage in this discussion, I am grateful to have guest administrators and parents with us today, highlighting the significance of their involvement in creating an inclusive school culture.

According to Younghans (2018), a school culture thrives not solely due to a program but because of the collective efforts of everyone within the building, including aides, secretaries, food service staff, teachers, administrators, parents, and, most importantly, students. When such a culture is fostered, it becomes a strong foundation for positive experiences and effective learning to take place. To build upon this foundation, I will advocate for active support from school administrators to encourage teachers in engaging parents as essential partners in their children's education.

One approach to achieve this is through organizing "Book Sharing and Cultural Exchange" activities. These activities will involve families and students in exploring culturally diverse children's books, sparking meaningful discussions about different cultures, and promoting cultural awareness at home. When administrators actively promote and facilitate such initiatives

within the school community, it reinforces the significance of cultural engagement and collaboration among all stakeholders in the learning process. This collective effort in cultivating a positive school culture will create an environment where students feel valued, supported, and motivated to excel academically and personally. Empowering students as cultural ambassadors is another essential component of our inclusive approach. We aim to organize "Cultural Sharing Circles" in the classroom, providing students with the opportunity to share aspects of their own cultures, fostering mutual respect and understanding among peers. Administrators can play a pivotal role in endorsing and encouraging these student-led initiatives, encouraging teachers to incorporate such practices in their classrooms.

In my efforts to promote equitable family engagement, I will emphasize the value of collaborative planning for cultural trips and events. Involving families in the decision-making process allows for culturally significant places to be considered, creating more relevant and impactful experiences for students. According to Jacques and Villegas (2018), students whose families are actively involved in their school experiences are more likely to achieve higher grades and test scores, exhibit regular school attendance, demonstrate better social skills, show improved behavior, and adapt well to school.

Additionally, the study highlights that school-based family engagement activities, such as volunteer opportunities or Parent-Teacher Association involvement, have been shown to have a positive effect on student outcomes. Furthermore, students whose families help them make connections between their current school performance and their long-term goals, such as attending college or pursuing specific professions, tend to exhibit higher achievement levels in secondary school (Jacques & Villegas, 2018).

Given this valuable research, administrators' support in coordinating these family engagement events and allocating necessary resources becomes instrumental in ensuring the successful implementation of culturally enriching activities. Indeed, collaboration among teachers is crucial for a culturally responsive curriculum (Vintan & Gallagher, 2019). By engaging in "Culturally Responsive Lesson Planning," educators can integrate diverse perspectives and resources, enhancing the inclusivity and engagement for bilingual/ELL students (Gay, 2010). Administrators can further facilitate professional development opportunities that promote cultural competency among teachers and encourage collaborative efforts in creating an inclusive curriculum.

Inclusive community celebrations, such as a "Cultural Fair," will be an essential part of our approach to promoting equitable family engagement. Through brainstorming sessions with teachers, families, and students, we will plan these events to provide students with a platform to showcase their cultural heritage through displays, performances, and interactive activities. By incorporating key concepts such as implicit bias and identity awareness, as well as effectively utilizing cognitive and emotional processes related to cultural responsiveness, such as social-emotional skills (Jacques & Villegas, 2018), we aim to create an environment that fosters cultural understanding and appreciation. Having administrators actively involved in these planning sessions reinforces their commitment to fostering a culturally responsive school environment and supports the overall goal of making equitable family engagement the norm within our school community.

To promote cultural inclusivity and equitable family engagement, I will encourage the promotion of multicultural books and resources in the school library. Collaborative efforts among students, teachers, families, and other staff members will contribute to curating a diverse

collection that reflects the richness of the school community (Mandarani & Munir, 2021).

Administrators and other staff members' support in allocating resources for diverse literature further reinforces the school's commitment to cultural inclusivity.

Mandarani and Munir (2021) emphasized the importance of embedding reading materials in the classroom that represent the diverse members of each classroom. By doing so, teachers can enhance their cultural knowledge and sensitivity, while also improving their teaching skills in facilitating classroom discussions that encourage cross-cultural understanding. Utilizing multicultural literature not only validates various cultural knowledge, standpoints, and diversity, but also helps students make meaningful connections between literature and their everyday lives.

As part of our efforts to embrace cultural diversity, we will explore the idea of organizing a "Cultural Potluck and Food Festival." This event will provide a platform for families to share their traditional dishes, fostering cultural exchange and understanding through the universal language of food. The festival will offer a unique opportunity for students, families, and staff to celebrate their diverse cultural heritages, promoting a sense of unity and appreciation for each other's backgrounds. By incorporating insights from the research on multicultural literature and its impact on classroom learning, we aim to create an inclusive and enriching environment that recognizes and values the cultural knowledge and experiences of all members of our school community.

As we progress with these initiatives, I acknowledge the importance of research-based practices in creating an inclusive and culturally responsive learning environment. I am grateful for the valuable contributions of scholars in the field who have laid the foundation for our approach to supporting bilingual/ELL students.

Keep in mind this session is vital as we discuss events for the following school year and encourage participants to start signing up and thinking about these ideas. A link to a Google Form will be emailed to participants for their input and suggestions on implementing these initiatives. I believe that by working together, we can create a truly inclusive and culturally responsive learning environment that benefits all students, especially our bilingual/ELL students.

Feedback and Reflection

At the end of this workshop, I will prioritize participant engagement and reflection through interactive exercises, group discussions, and self-reflection activity. The aim is to create a safe and inclusive space where open dialogue is encouraged, valuing diverse perspectives, and ensuring that all participants feel comfortable contributing (Howard, 2019). Feedback and reflection are central to the workshop, with dedicated time allocated for participants to provide insights, ask questions, and offer feedback on the workshop content and activities. This two-way communication allows for continuous improvement and customization of the workshop to meet participants' specific needs (Howard, 2019).

A key element of the workshop involves personal reflection on cultural identity. Participants are prompted to identify three ways they can integrate culturally responsive practices into their instructional strategies. This introspective exercise encourages educators to recognize the importance of cultural awareness and its positive impact on their teaching (Howard, 2019). The facilitators actively listen to participants' perspectives, addressing any concerns or queries that may arise during the workshop. This responsiveness fosters a sense of trust and encourages open communication between the facilitators and participants (Howard, 2019).

Towards the end of the workshop, a collaborative activity is conducted where participants work together to develop an action plan for implementing culturally responsive teaching

practices in their own classrooms or educational contexts. An example of an outline will also be provided (see Appendix C). I will guide the participants in setting specific goals and identifying strategies to create a culturally inclusive learning environment. This action plan serves as a tangible outcome, empowering participants to apply their newfound knowledge in their daily practice and make meaningful changes in their instructional strategies (Howard, 2019).

To Gomez et al. (2022), culturally responsive teaching has positive impacts on student engagement and academic achievement. This supports the significance of the workshop's focus on integrating culturally responsive practices into educational settings. By incorporating collaboration, participant engagement, reflection, and actionable plans, this workshop equips educators with the tools and mindset to embrace culturally responsive teaching practices, ultimately leading to more inclusive and effective educational experiences for their students.

How the Components of the PD Sessions Were Chosen

The components of the PD sessions have been carefully chosen to meet the specific needs of our diverse school, which serves 6,578 students, with 50% coming from minority backgrounds. Among our students, we have 252 English as a New Language (ENL) learners, representing a variety of language backgrounds, including Chinese, Spanish, Korean, Urdu, and Japanese. Within our ENL student population, we have 196 newcomers, 68 students in the developing stage, and 17 in the long-term stage of language acquisition, each requiring unique support and instructional approaches (NYSED, 2023)

With approximately 2-5 ENL teachers in each school, we recognize the significance of providing targeted support and professional development for these educators. The goal of these seminars is to equip our ENL teachers with research-based strategies and tools that address language barriers and enhance language acquisition among their students. We deeply value the

expertise and dedication of our ENL teachers, and these sessions aim to further empower them with the necessary knowledge and resources for effective instruction.

Through these PD sessions, we aim to foster collaboration and communication between general education teachers and ENL teachers. Additionally, we seek to involve parents and the community to create a comprehensive support system for our ENL students. Technology will also play a role in enhancing language learning and communication within our school community.

Intended Outcome of Sharing the PD and Tools

TEFL/TESOL professional development is crucial for educators seeking continuous improvement and excellence in their teaching careers (Turner, 2022). Engaging in professional development opportunities prevents stagnation in teaching practices and EFL (English as a Foreign Language) careers. Through participation in this PD session and access to research-based strategies and tools, educators can enhance instructional practices, increase cultural awareness, and better engage with English Language Learners (ELLs).

Improved Communication and Cultural Awareness

The PD session will foster cultural awareness and create a supportive network for teachers. By encouraging enhanced communication and collaboration among educators, parents, administrators, and policymakers, a more cohesive and supportive educational community will be established, with a primary focus on meeting the needs of ELL students (McDonnell, 2007). This increased cultural awareness and collaboration directly address the problem of inadequate support for Bilingual/ELL teachers in addressing language barriers.

Increased Access to Resources

Educators will gain knowledge of available resources, materials, and technology tools that support ELL instruction, enabling them to provide quality instruction and support to ELL students. Access to resources plays a critical role in supporting ELL students' language development and academic achievement (Casteel et al., 2010). By equipping teachers with these resources, the PD session aims to address the challenges faced by Bilingual/ELL teachers in accessing appropriate materials and tools to support their students effectively.

Continuous Improvement

Feedback and reflection activities in the professional development (PD) session will play a pivotal role in promoting continuous improvement among educators. Through these activities, teachers will have valuable opportunities to reflect on their teaching practices, receive constructive feedback, and refine their instructional strategies. This process fosters reflection, self-assessment, and continuous growth, empowering educators to continually enhance their teaching practices to better meet the diverse needs of their Bilingual/ELL students.

Machost and Stains (2023) emphasized the significance of reflection in education, where practitioners focus on their intrinsic motivations for teaching and their guiding principles that shape their interactions with students and peers. Reflective practitioners become intentionally aware of the reasons behind their actions, enabling them to act with greater confidence when confronted with sudden or challenging situations. Moreover, reflection involves seeking feedback from trusted peers and students to gain a holistic perspective on teaching practices. When educators act on the received feedback, it not only improves their teaching methods and explanations but also demonstrates to students that their opinions and experiences are valued, fostering a more trusting and supportive learning environment.

By integrating reflective practices into the PD session, we can instill a culture of continuous improvement and professional growth among Bilingual/ELL teachers. This aligns perfectly with our overarching goal of addressing the problem of inadequate support for these educators and ensuring that they are well-equipped to provide the best possible education for their ELL students.

By sharing this PD session and providing educators with research-based strategies and tools, the aim is to empower them to create a supportive and inclusive learning environment for ELL students. The collaborative efforts, knowledge exchange, and implementation of research-based strategies will contribute to improved educational outcomes and increased opportunities for ELL students to succeed academically. Ultimately, the PD session seeks to bridge the gap of inadequate support for Bilingual/ELL teachers, fostering a more inclusive and supportive learning environment for all students.

Chapter 4: Conclusion

This thesis addresses the critical issue of inadequate support for bilingual/ELL teachers in addressing language barriers experienced by English Language Learners (ELLs) in educational settings across the USA, including South Woods Middle School on Long Island, New York. The growing ELL student population emphasizes the urgency of establishing comprehensive support systems that empower teachers to provide high-quality instruction and meet the unique needs of their students. The identified problem centers around the lack of essential materials, limited training opportunities, and scarce resources, significantly impeding teachers' capacity to effectively address language barriers within the classroom.

The research questions guiding this study are: barriers in their classrooms? (1) What are the specific challenges faced by bilingual/ELL teachers in addressing language barriers in their classrooms? (2) How do inadequate support systems impact the preparedness and confidence of bilingual/ELL teachers in effectively teaching linguistically and culturally diverse students? (3) What are the key areas where bilingual/ELL teachers feel they lack support and resources to address language barriers? (4) How can professional development and training opportunities be improved to better equip bilingual/ELL teachers in overcoming language barriers and meeting the unique needs of their students? (5) What strategies and interventions can educational institutions implement to enhance the support and collaboration with bilingual/ELL teachers, enabling them to create inclusive and effective learning environments for their diverse classrooms? In this Chapter, I will summarize the key takeaways and findings of this project. Next, I discuss the implications of these findings and offer recommendations based on the outcomes of the project.

Takeaways

Throughout the project, several key takeaways have emerged, shedding light on the critical issue of inadequate support for bilingual/ELL teachers in addressing language barriers experienced by English Language Learners (ELLs). Firstly, findings reveal that teachers lack the necessary support and resources to effectively address language barriers in their classrooms. Research has also shown that many teachers feel inadequately prepared to address the specific needs of ELLs in their classrooms. This emphasizes the urgent need for comprehensive pre-service and in-service training programs that equip teachers with the knowledge and strategies to effectively teach diverse learners.

Therefore, creating opportunities for collaboration and networking among educators, including ENL, Bilingual, and non-ENL/Bilingual teachers, is essential in enhancing their teaching practices and supporting one another in meeting the needs of ELL students. By implementing comprehensive support systems involving administrators, programs, resources, and parental involvement, educational institutions can create an inclusive learning environment that fosters the success of all students, irrespective of their language background.

Implications for Learning and Teaching

Martin and Collie (2019) emphasize that the relationships between teachers and students significantly impact students' social environment in school, influencing their academic progress. By establishing meaningful connections with their ELL students, teachers gain valuable understanding of each student's unique learning preferences, abilities, and obstacles. This understanding allows teachers to tailor their instruction and support to cater to the specific needs of their ELL students, leading to improved academic outcomes and a more positive learning experience. Equipping teachers with comprehensive training, access to resources, and the support

of administrators and parents helps create inclusive and culturally responsive classrooms that foster a sense of belonging and engagement for ELLs.

Teachers, including ENL, Bilingual, and non-ENL/Bilingual instructors, can benefit significantly from the concepts and ideas presented in professional development. Offering comprehensive professional development and access to resources can enhance teachers' ability to effectively teach linguistically and culturally diverse students. Emphasizing culturally responsive teaching practices and differentiated instruction enables teachers to create inclusive classrooms where every student feels valued and supported in their learning journey. In addition, administrators play a crucial role in fostering a supportive environment for teachers by promoting collaboration, allocating resources for language support, and recognizing the importance of their role in ensuring successful outcomes for ELLs.

Recommendations

Based on the findings of this research, several recommendations can be made for future work related to addressing the barriers limiting parent involvement from ELL families. First, advocating for increased access to professional development opportunities for teachers is crucial. I envision organizing additional sessions where these barriers and solutions can be further discussed. -Providing comprehensive pre-service training and ongoing in-service professional development can equip teachers with the necessary knowledge and skills to effectively teach ELLs. Additionally, promoting collaboration among educators and creating support networks can enhance teachers' preparedness and efficacy in addressing language barriers.

Furthermore, future research should focus on exploring innovative approaches to supporting parents of ELLs to increase their involvement in their children's education. Strategies that bridge the language and cultural barriers between schools and families can foster a more

inclusive and supportive educational environment. By acknowledging the importance of parent involvement and addressing the identified barriers, educational institutions can work towards creating equitable and empowering learning experiences for all students, regardless of their language background.

Final Thought

This thesis has shed light on the critical issue of inadequate support for bilingual/ELL teachers in addressing language barriers experienced by ELL students. The identified barriers, ranging from a lack of essential materials to limited training opportunities, significantly impact teachers' preparedness and confidence in effectively meeting the needs of their diverse classrooms. However, the research also emphasizes the potential for positive change through comprehensive support systems involving administrators and educators. By equipping teachers with the necessary training, resources, and collaboration opportunities, schools can foster a more inclusive and empowering learning environment for ELL students.

Addressing inadequate support for bilingual/ELL teachers requires a collaborative effort from administrators, educators, and the broader educational community. Prioritizing teacher training, fostering collaboration, and providing necessary resources create an inclusive and empowering learning environment that ensures the academic success and well-being of all students, including ELLs. Through these concerted efforts, we can work towards a more equitable and enriching educational experience for every student, regardless of their language background.

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Appendix A

Understanding Language Barriers Worksheet

Objective: This worksheet helps participants, including educators, administrators, and PTA members, gain insight into language barriers their students and teachers may face, fostering a supportive and inclusive learning environment.

1. Self-Reflection:

- Reflect on your experience in supporting students and teachers with diverse linguistic backgrounds. On a scale of 1-5, rate your comfort level in addressing language barriers.
- Identify areas where you may need more support or professional development in effectively supporting students and teachers with language differences.

2. Understanding Student and Teacher Language Backgrounds:

- List the native languages represented in your school/community.
- Note the language proficiency levels of students and teachers (beginner, intermediate, advanced).

3. Language Barriers Faced by Students and Teachers:

- List potential language barriers students and teachers may encounter.
- Reflect on how these barriers might impact their learning experiences or teaching effectiveness.

4. Video Reflection:

- Watch videos showcasing the experiences of students and teachers with diverse linguistic backgrounds (provide relevant URLs or resources).
- Write one insight from each video:

Video 1: _____

Video 2: _____

Video 3: _____

5. Collaborative Support:

- Share your insights and experiences with a partner/group, including educators, administrators, and PTA members.

- Discuss strategies to address language barriers and support students and teachers effectively.

Conclusion:

- Share key takeaways with the whole group (optional).

- Commit to fostering a collaborative and supportive learning environment that values and respects the diverse linguistic backgrounds of students and educators.

Outcome:

By reflecting on their experiences and gaining insight into language barriers, participants can work together to create a more inclusive and enriching learning environment for all students and educators, ensuring a supportive atmosphere that promotes success and growth.

Appendix B

Grand List of Resources to Support Bilingual/ELL Teachers in Addressing Language

Barriers in New York State

1. Colorín Colorado (<https://www.colorincolorado.org/>): A bilingual website offering a wide range of resources, including articles, activities, and strategies for supporting English Language Learners.
2. Teaching Tolerance (<https://www.tolerance.org/>): Provides free resources, including lesson plans and classroom activities, to promote diversity and inclusion in the classroom.
3. Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (<http://www.nysed.gov/common-core-standards/ela-literacy>): The New York State Department of Education's website outlining the English Language Arts standards for Bilingual/ELL students.
4. ELL Strategies for Mathematics (<http://www.nysed.gov/common-core-standards/ell-strategies-mathematics>): Specific strategies to support Bilingual/ELL students in learning mathematics.
5. Teaching English as a Second Language (TESL) Times (<https://www.teslimes.com/>): An online resource with articles, lesson plans, and activities for teaching English as a second language.
6. ELL UDL Toolkit (<https://www.udlcenter.org/>): Universal Design for Learning (UDL) resources for English Language Learners, providing multiple means of engagement, representation, and expression.
7. New York State English as a Second Language Achievement Test (NYSESLAT) Resources (<http://www.nysed.gov/bilingual-ed/nyseslat>): Information and resources for teachers preparing

students for the NYSESLAT exam.

8. Colorín Colorado Webinar Series (<https://www.colorincolorado.org/webinars>): Webinars focusing on various aspects of supporting Bilingual/ELL students in the classroom.

9. Nearpod (<https://nearpod.com/>): Interactive platform for creating and delivering engaging virtual lessons, including ELL-specific content.

10. Newsela (<https://newsela.com/>): Provides high-interest news articles at various reading levels, suitable for Bilingual/ELL students.

11. Duolingo (<https://www.duolingo.com/>): An interactive language learning platform with engaging games and activities to help students improve their language skills.

12. FluentU (<https://www.fluentu.com/>): Provides language learning through authentic videos with interactive subtitles and quizzes, making language learning enjoyable and effective.

13. FunBrain (<https://www.funbrain.com/>): Offers a variety of educational games to reinforce language skills in a fun and interactive way.

14. PBS LearningMedia (<https://www.pbslearningmedia.org/>): Provides a collection of educational videos, games, and activities on various subjects, including language development.

15. BrainPOP ELL (<https://ell.brainpop.com/>): A platform with animated movies and interactive quizzes designed specifically for English language learners.

16. WordReference (<https://www.wordreference.com/>): A free online translation dictionary offering translations in multiple languages to support ELL students' understanding of academic content.

17. Google Translate (<https://translate.google.com/>): A widely used translation tool that helps students and teachers bridge language barriers.

18. ELLLO - English Listening Lesson Library Online (<https://www.elllo.org/>): Provides a

collection of audio-based lessons and quizzes to improve listening comprehension and language skills.

19. Breaking News English (<https://breakingnewsenglish.com/>): Offers graded news articles and activities for ELL students to practice reading and comprehension.

20. ESL Gold (<https://www.eslgold.com/>): Provides a variety of resources, including worksheets, quizzes, and lesson plans, for English language learners.

21. ESL Galaxy (<https://www.esl-galaxy.com/>): Offers a wide range of printable worksheets and activities for ESL teachers to use in the classroom.

22. Lanternfish ESL (<https://bogglesworldesl.com/>): Provides ESL worksheets and activities for various levels and language skills.

23. Oxford Owl (<https://www.oxfordowl.co.uk/>): Offers free e-books and resources for children to practice reading and language development.

24. Language Nut (<https://www.languagehut.com/>): A language learning program with interactive games and activities to support language development.

25. FluentKey (<https://www.fluentkey.com/>): Provides authentic videos with interactive subtitles and quizzes to help students improve listening and comprehension skills.

26. New York State Education Department (NYSED) - English Language Learners (ELLs) (<https://www.nysed.gov/bilingual-ed/english-language-learners>): Information on policies, regulations, and resources for English Language Learners in New York State.

27. Multilingual Learner/English Language Learner (ML/ELL) Resources (<https://www.nysed.gov/bilingual-ed/multilingual-learnerenglish-language-learner-ml-ell-resources>): Resources, toolkits, and reports to support educators in meeting the needs of ML/ELL students in New York State.

28. The New York State Seal of Biliteracy (<https://www.nysed.gov/bilingual-ed/new-york-state-seal-biliteracy>): Information on the requirements and benefits of the New York State Seal of Biliteracy.

29. The New York State Bilingual Common Core Initiative (<https://www.nysed.gov/bilingual-ed/new-york-state-bilingual-common-core-initiative>): Guidance and resources for implementing the New York State Bilingual Common Core Initiative.

30. NYS TESOL (New York State Teachers of English to Speakers of Other Languages) (<https://www.nystesol.org/>): A professional organization providing educators with opportunities for professional development and networking related to teaching English to speakers of other languages in New York State.

31. Education Journals and Publications: Access to educational articles and research studies related to Bilingual/ELL education, including "TESOL Quarterly," "Journal of English for Academic Purposes," and "TESOL Journal."

32. Education Laws and Regulations in New York State: Familiarity with New York State laws, regulations, and policies related to Bilingual/ELL education, as provided by the New York State Education Department.

Appendix C

Developing an Action Plan to Support ENL Teachers and Students in the Classroom -

Outline Example

I. Assess Current Needs:

- A. Identify specific challenges faced by ENL teachers and students in the classroom.
- B. Analyze existing resources and support available for ENL education.

II. Set Goals and Objectives:

- A. Establish clear and measurable goals for improving support for ENL teachers and students.
- B. Define specific objectives to address language barriers and enhance language acquisition.

III. Collaborative Strategies:

- A. Encourage collaboration between general education teachers and ENL teachers.
- B. Foster partnerships with parents and the community to support language development.

IV. Professional Development:

- A. Provide targeted professional development opportunities for teachers on ENL best practices.
- B. Offer workshops on cultural competency and inclusive teaching strategies.

V. Access to Resources:

- A. Ensure access to diverse and culturally relevant teaching materials and resources.
- B. Implement technology tools to enhance language learning and communication.

VI. Differentiated Instruction:

- A. Support teachers in creating tailored lesson plans to meet the needs of ENL students.
- B. Encourage flexible instructional approaches that accommodate various language levels.

VII. Data-Driven Progress Monitoring:

- A. Implement data collection to track the progress of ENL students' language development.
- B. Use data analysis to inform instructional decisions and support individualized learning.

VIII. Parental Involvement:

- A. Establish open lines of communication with parents of ENL students.
- B. Offer workshops and resources to empower parents to support language development at home.

IX. School Policies and Support:

- A. Advocate for school policies that promote a supportive environment for ENL students.
- B. Collaborate with administrators to ensure adequate resources and support are available.

X. Implementation Timeline:

- A. Create a timeline for executing each strategy and monitoring progress.
- B. Set achievable milestones for measuring success.

XI. Evaluation and Adaptation:

- A. Regularly assess the effectiveness of the action plan.
- B. Seek feedback from teachers, students, and stakeholders for continuous improvement.

XII. Conclusion:

- A. Summarize the key points of the action plan.
- B. Emphasize the commitment to supporting ENL teachers and students for a more inclusive and enriched learning environment.

Note: This outline provides a comprehensive framework for developing an action plan focused on supporting ENL teachers and students in the classroom. Attendees can use this template as a guide during the professional development seminar to create their personalized action plans based on their specific school context and needs.

Appendix D

Professional Development Presentation

<https://voicethread.com/share/23281527/>